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ABSTRACT

Differences in the intensity of attitudes toward working women among college males residing in coeducational or all-male dormitories and fraternity houses were investigated by statistical covariation of the factors of liberalism-conservatism in social orientation, classification in school, size of hometown, and role model of a working mother. Subjects completed two instruments, the Radicalism-Conservatism Scale and a modified version of the Attitudes Toward Working Women Scale. Data from the scales revealed that no significant attitudinal differences existed toward working women among any of the men surveyed, nor were social attitudes, undergraduate classification, hometown size, and model of a working mother significant influencers of such attitudes. (Author/HLM)

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Type of Residential Living Unit and Male Attitudes Toward Working Women

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During the past five years coeducational residence halls have been the focus of both philosophical and empirical study on social and attitude development. Most of these studies conclude that students residing in coeducational residence halls show more positive social development than do students living in traditional residence halls, Corbett and Sommer (1972), Geist and Moss (1972), Brown, Winkworth and Braskamp (1973). In general, these findings can be summarized by the statement of Schroeder and LeMay that students in coeducational residential facilities "exhibit more mature relationships with members of the opposite sex than students in traditional single sex halls do", (1973, p. 105).

Yet, sexist attitudes among college students still prevail, (Herman and Sedlacek, 1973). Hewer and Newbeck (1964) reported that in a freshman sample, personal satisfaction or vocational achievement were not viewed as acceptable reasons for female employment. Wright (1967) found that the majority of both men and women at a two-year college supported marriage as the traditional role for women and indicated that women should work only to supplement family income, not for personal satisfaction.

Other published studies have related various factors to attitudes toward working women. McMillan (1972) found type of college major to be related to attitudes toward working women, with students in the business and mathematics-science areas least preferring career involvement by women and majors in the social sciences and teaching endorsing greater career involvement for women. T. Miller (1973) reported that college males with higher levels of self-esteem were more favorable in their attitudes toward women's work roles. Nowicki (1969) found that a

liberal orientation was more positively related to women's career involvement than was a conservative viewpoint.

Despite the growing body of literature about the impact of type of living unit upon college social and attitudinal development and about sexist attitudes on the campus, no reported studies were located which combined the themes of type of residence and attitudes toward working women while statistically controlling for other alleged influential factors such as general liberalism, working mothers as role models in the home, or home town backgrounds.

It was the purpose of this present investigation to determine if there were significant differences in the intensity of attitudes toward working women among college males residing in coeducational, or all-male dormitories, or fraternity houses when the factors of liberalism-conservatism in social orientation, classification in school, size of hometown, and role model of a working mother were statistically covaried.

METHOD

Sample

A random sample of forty male names each from three types of residential units was obtained from the University of North Dakota Student Directory and mailed a questionnaire packet including test instruments. Respondents completed the data anonymously and were informed that the purpose of the study was a survey of general attitudes. In all, two coeducational dormitories, selected at random, an all-male dormitory selected at random, and random samples of names of males residing at any of the campus fraternities comprised the sample. Twenty-four of the males (60%) in the coeducational dormitories, twenty-six (65%) of those

residing in the all-male dormitory, and twenty three (57%) of the men in the fraternity houses completed usuable data. Year in school was rather evenly distributed in all groups, but with fewer seniors in the all-male dorms.

Instrumentation and Procedures

The materials used in this study included the Comrey and Newmeyer (1965) Radicalism-Conservatism Scale, a modified version of the Attitudes Toward Working Women Scale developed by Bingham and House (1973), a cover letter explaining that the study was about general student attitudes, and a questionnaire for collecting data on year in school, place of residence, size of hometcwn, and working status of mother. The Radicalism-Conservatism Scale is a 30 item, nine-point Likert-type scale which measures general as well as specific socio-political and economic issues. A total score of 270 can be obtained indicating extreme liberalism. Equivalent forms reliability of .96 have been reported for this instrument. A modified 20 item version of the Attitudes Toward Working Women Scale was developed by the present writers and consisted of a five point Likert-type scale. An earlier version of the instrument consisted of 25 items which discriminated between male and female counselors in the original sample but this test was reduced to twenty items on the basis of further discrimination among items by a sample of graduate students enrolled in a Research Methods course at the University of North Dakota. A maximum score of 100 could be obtained indicating a highly favorable attitude toward working women while a minimum score of 20 indicated a very unfavorable attitude toward working women.

Statistical Procedure

One-way analysis of variance and an analysis of covariance were computed to determine differences in attitudes toward working women among the males in the three types of residential units. Means, standard deviations, and t tests are also reported for the variables.

RESULTS

Table 1 shows that there was no significant F test ratio (.005) on attitudes toward working women among these residents of the three types of residential units. Analysis of covariance also indicated that when social attitudes, classification in school, size of hometown, and status of a model of a working mother were each covaried, no significant F ratios were found for attitudes toward working women among the residents of the three types of living units.

Table 2 indicates that there were only slight mean differences among the men in the three types of residential units on their attitudes toward working mothers. However, there was a trend ($<.10$) for the men in the coeducational dormitories to be more liberal in social orientation than the men in the all-male dormitory. This table also shows the adjusted means for the attitudes toward working women and indicates that none of the other factors had an influence on these attitudes. However, a calculation of the Pearson product-modent correlation between social orientation scores and attitudes toward working women yielded a coefficient of .44 ($<.01$) for the total sample.

Table 3 indicates that the seniors had a significantly more positive view of working women than the sophomores but there were no calculated differences in these attitudes when size of hometown or status of a

working mother were compared. Seniors were also significantly more liberal on the social orientation index than were the sophomores and the men from urban home backgrounds (cities 10,000 or greater) were found to be more liberal in general social orientation than those from towns between 501-10,000 in population.

DISCUSSION

The results of this study provided only mixed support for the conclusions found in the literature that coeducational residential living contributes significantly to attitudinal development when compared to residents of traditional all-male dormitories and fraternity residence. On the principle variable of this study - - attitudes toward working women - - no differences were found among the types of residential units. However, on general liberalism the males in the coeducational dormitories were higher than their cohorts in the all-male dormitory. This study also showed that size of hometown, general liberalism, and having a working mother, when covaried, showed no appreciable influence on attitudes toward working women. The literature also characterizes fraternity residents as having traditional views especially in the area of male chauvinism (Feldman and Newcomb, 1970; L. Miller, 1973) but the results of this present investigation generally found that the fraternity men held, on the average, viewpoints half way between those of the coeducational residents and the all-male traditional dormitory residents. Thus, fraternities may be unfairly depicted in the literature as havens of male chauvinism and machismo. Put another way, type of residential environment alone may not be a significant influencer of social attitudinal development especially as it relates to specific attitudinal growth

such as attitudes toward working women. This viewpoint seems to support the conclusion of Vreeland (1970) who found in her Harvard longitudinal study that the academic department, including both students and faculty, exerts a more powerful influence on attitude and value changes than residence hall living. Finally, the findings of this investigation suggest that further study is needed of sexist attitudes among college students including developmental trends and major contributing influences.

Table 1

Analysis of Variance, and Analysis of Covariance for Attitudes Toward Working Women Among the Males in the Three Types of Living Units.

Variate	Criterion Variable	Covariate	dF	MS Between	MS Within	F Ratio	P
Type of Living Unit	Attitudes Toward Working Women	_____	2,70	7.22	132.00	.055	NS
Type of Living Unit	Attitudes Toward Working Women	Liberalism - Conservatism Social Orientations	2,69	7.18	107.97	.066	NS
Type of Living Unit	Attitudes Toward Working Women	Classification in School	2,69	9.16	127.96	.072	NS
Type of Living Unit	Attitudes Toward Working Women	Size of Hometown	2,69	2.32	130.96	.018	NS
Type of Living Unit	Attitudes Toward Working Women	Working Mother	2,65	14.67	140.76	.104	NS

TABLE 2

Means and Standard Deviations for Attitudes Toward Working Women when Factors of Social Orientation, Classification in School, Hometown Size, and Working Mother were Covaried.

Type of Living Unit	Covariate	N	Adjusted Means for Attitudes Toward Working Women	Mean for Social Orientations	SD for Social Orientation
All-Male Dormitory	Without Variates	24	72.25	150.21*	20.93
	Social Orientation	24	73.44		
	Year in School	24	73.58		
	Size of Hometown	24	72.78		
	Working Mother	23	71.90		
Coeducation Dormitory	Without Variates	26	73.31	162.15*	27.80
	Social Orientation	26	72.35		
	Year in School	26	72.74		
	Size of Hometown	26	72.62		
	Working Mother	26	73.44		
Fraternity Units	Without Variates	23	73.00	157.74	34.21
	Social Orientation	23	72.84		
	Year in School	23	72.26		
	Size of Hometown	23	72.23		
	Working Mother	21	72.96		

*t test for social orientation score between all-male dormitory and coeducational dormitory = 1.71, $p < .10$

Table 3

Means and Standard Deviations for Attitudes Toward Working Women and Social Orientations for the Covaried Factors

Covaried Factors		N	Attitudes Toward Working Women Mean	SD	Social Orientation Mean	SD
Year in School	Freshmen	23	71.74	11.14	154.39	23.73
	Sophomores	17	*69.65	11.20	**151.00	29.40
	Juniors	19	72.63	10.18	155.32	28.68
	Seniors	14	*78.92	11.70	**170.00	31.29
Size of Hometown	Rural Residence (Under 500)	23	72.78	11.32	158.70	34.91
	Small Town Residence (501-10,000)	27	69.59	11.21	***148.93	24.89
	Urban Residence (over 10,000)	23	76.66	10.72	***164.26	22.36
Mother's Status	Working Mother	39	72.49	12.54	160.33	27.43
	Non-working Mother	30	73.17	10.06	152.33	29.07
	Total All Students	73	72.86	11.34	156.84	28.12

*t test for differences between sophomore and seniors on attitudes toward working women = 2.250, p. $<$.05.
**t test differences between sophomores and seniors on social orientation = 1.740, p. $<$.10.
***t test differences between small town and urban residence on social orientation = 2.27, p. $<$.05.

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